

ADVANCED ESL LESSONS Book 2



**STUDENT READER
STUDENT WORKBOOK
TEACHER GUIDE**

Learning English
Curriculum

Since 1999

www.efl-esl.com

**Daisy A. Stocker B.Ed., M.Ed.
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Learning English Curriculum

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About Learning English Curriculum Ltd.

Learning English Curriculum began in Czechoslovakia in 1990. Shortly after the Velvet Revolution that freed the country of Communism. The authors began writing these lessons as they taught English to their Czech Students at the English Centre in Karlovy Vary. The students played a vital role in the development of this series. The authors consulted with them by having them complete student surveys wherein they rated the extensive variety of activities and lessons that they had participated in. Discussion of the results followed and any item that was rated below 8, on a scale of 1 to 10, was discarded. Thus, Learning English Curriculum evolved through consultation with our English second language students.

Since 20095 thousands of people around the world have visited our web sites. At this time purchases of our Teen-Adult Curriculum, Children's Curriculum, Children's Storybooks and our listening programs have been made from more than 100 countries.

At Learning English Curriculum, we have a suggestion regarding the printing of our books in an economical and environmentally friendly way. It is our experience that when students begin something new there are always those that, for a number of reasons, don't continue. In order to cut expenses and avoid wasting paper, we suggest that you begin the classes by providing only the first lessons of the printed book. These small things do make a difference.

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Members of our team with professional degrees have combined years of teaching experience and editing to produce these teaching materials.

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BOOK 2

STUDENT READER

An Interactive Structured Approach to Learning English.

This Series Includes a Student Reader, Student Workbook and a
Teacher's Guide.

The Students Will Experience Conversation, Grammar, Activities,
Debates, Writing and Problem Solving
in Large and Small Groups.

George and Daisy Stocker

Victoria, B.C. Canada

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TEACHING PHILOSOPHY



This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light hearted activities that provide practice in a conversational setting. The combination has proved to be popular with the students and successful in achieving its goals.

TIMING AND LESSON STRUCTURE

The most successful order of presentation for the lessons is outlined below:

- Greeting the students in English
- Oral questions (20 to 30 minutes)

Oral Questions may be done before or after the new lesson has been introduced.

The order suggested in the Student's Book should be adapted to the needs of the group.

- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and / or partner activities
- Ending with a more relaxed conversational activity

VOCABULARY

The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:

- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

ORAL QUESTIONS

The oral questions are designed to provide practice in speaking.

The questions and answers stress grammatical structure, and word order of the English language.

When our students completed surveys where Oral Questions were rated "helpful / not helpful" on a scale of 1 to 10, **Oral Questions were consistently rated as "10 - very helpful".**

Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.

These questions provide the basic models of the English Language.

They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.

CONTENTS LESSONS 20 – 40

This English second language curriculum provided in our English Second Language (ESL) Curriculum Series includes four Levels. Each Level has 20 lessons in Book 1 and 20 in Book 2. The new concepts are incrementally introduced. Each lesson is contained in three books for each Part of each Module: Student Reader, Student Workbook and Teacher's Guide. The Student Reader can be used a number of times as the students aren't required to write in it.

This Table of Contents includes exercises and activities in the Student Reader, Workbook and Teacher's Guide. It also lists the new concepts, oral activities, written exercises and large and small group activities. Answers are included for all questions and discussions. Unit and final tests are provided throughout.

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<i>Lesson 21</i>	<i>51</i>	<i>63</i>	<i>67</i>

Vocabulary
 Dirty Money by O. Henry - Part One
 Listening, reading aloud and understanding
 The past perfect progressive and the future perfect progressive
 Small group question, answer and check answers activity
 Whole class activity
 Debate - Be it resolved that money talks
 Match the Meaning
 Writing sentences – verb tenses
 Writing questions
 Crossword puzzle
 Oral Questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<i>Lesson 22</i>	<i>54</i>	<i>65</i>	<i>69</i>

Vocabulary
 Dirty Money by O. Henry - Part Two
 Listening, reading aloud and understanding
 Role-playing a conversation - Completing a role-play
 Using the present progressive with - always, forever, constantly
 Small and large group activity
 Small group question, answer and check answers activity
 Match the meaning
 Using “always”, “constantly” or “forever” in sentences
 Writing questions
 Perfect progressive tense
 Crossword puzzle
 Oral Questions

Lesson 23

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
56	68	72

Vocabulary
Dirty Money by O. Henry - Part Three
Listening, reading aloud and understanding
Expressing preferences
Large group discussion
Match the meaning
Using “would rather”
Small group - completing a role-play: large group – presenting your role-play
Activity: Family
Writing a paragraph
Oral Questions
Whole class activity –role cards

Lesson 24

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
58	71	76

Vocabulary
Dirty Money by O. Henry - Part Four
Listening, reading aloud and understanding
Understanding “to imply” and to “infer”
Whole class activity
Match the meaning
Verb tenses
Small group activity: story comprehension sentence answers
Oral Questions

Lesson 24**UNIT TEST 6**

<i>Guide</i>
77-78

Lesson 25

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
60	73	79

Vocabulary
The greatest waterfall in the world: Foz do Iguaçu
Listening, reading aloud and understanding
Small group question, answer and check answers activity
Review of the subjunctive
The subjunctive in the passive form
Small groups: Descriptive adjectives
Writing a role-play
Prefixes “in” and “un”
Using the subjunctive
Writing sentence answers
Oral Questions

Lesson 26

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
63	76	81

Vocabulary
Itaipu: the greatest power plant in the world
Listening, reading aloud and understanding
Small group question, answer and check answers activity
Small group brainstorming – whole class sharing
Brainstorming advantages and disadvantages
Writing a conversation
Multiple choice: choosing the best meaning
Crossword puzzle
Oral Questions

Lesson 27

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
65	79	83

Vocabulary
The Price of Progress
Listening, reading aloud and understanding
Small group question, answer and check answers activity
Using “who, that, which”
Using “always, constantly” or “forever” to show anger or annoyance.
Small group discussions
True – False questions
Using “who, which” or “of which”
Match the meaning
Using verb tenses
Conversation at a party about the changes of modern technology
Oral Questions
Whole class activity

Lesson 28

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
68	82	88

Vocabulary
Men and Machines
Listening, reading aloud and understanding
Small group question, answer and check answers activity
Small group activity – Reporting to the whole class
Match the meaning
Writing sentence answers
Crossword puzzle
Oral Questions

Lesson 28

UNIT TEST 7

<i>Guide</i>
90-91

Lesson 29

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
71	85	92

Vocabulary
In Search of a Pass Through the Rocky Mountains
Listening, reading aloud and understanding
Small group brainstorming
Whole class activity
Answering in complete sentences
Match the meaning
Multiple choice: choosing the word with the closest meaning
The use of “must” and “might”
Completing a role-play
Using verb tenses
Crossword puzzle
Oral Questions

Lesson 30

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
73	89	95

Vocabulary
A Pass Through the Land of the Leaping Snows
Listening, reading aloud and understanding
Small group brainstorming and whole class discussion
Match the meaning
Answering in complete sentences
Using new vocabulary to complete the sentences
Multiple choice: choosing the word with the closest meaning
Crossword puzzle
Oral Questions

Lesson 31

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
75	93	99

Vocabulary
The Mounted Police in the Land of the Leaping Snows
Listening, reading aloud and understanding
Small group brainstorming and whole class discussion
Using “supposed to” and “be to”, to express expectations
You Win a Trip to Canada!
Small group activity
Preparation for the next lesson
Using “supposed to” or “be + infinitive to express the meaning.
Match the meaning
Using new vocabulary to complete the sentences
Completing a dialogue
Multiple choice: choosing the word with the closest meaning
Writing a paragraph
Crossword puzzle
Oral Questions

Lesson 32

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
79	97	102

Vocabulary
Successful Passage Through the Land of the Leaping Snows
Listening, reading aloud and understanding
“Go” is followed by a gerund in certain idiomatic expressions
Role-play
Small group planning discussion
Match the meaning
Using new vocabulary to complete the sentences
Completing a dialogue
Planning a paragraph – writing the paragraph
Crossword puzzle
Oral Questions

Lesson 32

UNIT TEST 8

Guide
104-105

Lesson 33

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
82	101	106

Vocabulary
The Story of a Canadian Hero - Dr. Frederick Banting
Listening, reading aloud and understanding
Small group question, answer and check answers activity
Writing sentence answers
Match the meaning
Crossword puzzle
Oral Questions

Lesson 34

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
85	104	108

Vocabulary
Diabetes – When Sugar Can Kill
Listening, reading aloud and understanding
Small group activity – Reporting to the whole class
Debate: Be it Resolved that Since People Are Dying of Terrible Diseases Every Day, the Money Spent on the Space Program Should Be Spent on Medical Research.
Writing sentence answers
Using new vocabulary to complete the sentences
Oral Questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 35	88	106	110

Vocabulary
 Lifestyles and Changes
 Listening, reading aloud and understanding
 Small group activity – writing a role-play
 Writing sentence answers
 Small group activity – choosing a scenario and writing a story
 Crossword puzzle, debate
 Oral Questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 36	90	109	112

Vocabulary
 The Defeat of Poliomyelitis
 Listening, reading aloud and understanding
 Small group activity – Selecting a topic - writing a role-play
 Small group question, answer and check answers activity
 Writing sentence answers
 Match the meaning
 Crossword puzzle
 Oral Questions

		<i>Guide</i>
Lesson 36	UNIT TEST 9	114-115

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 37	94	112	116

The Cremation Of Sam McGee By Robert Service
 Listening, reading and understanding
 Vocabulary
 Small group activity – using context clues
 Debating: A promise isn't important if the person is dead.
 Match the meaning
 Understanding "to imply"
 Writing sentence answers
 Whole class brainstorming: advantages and disadvantages
 Crossword puzzle
 Oral Questions

Lesson 38

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
97	115	118

The Cremation Of Sam McGee By Robert Service
Listening, reading and understanding
Vocabulary
Using modal auxiliaries
Role-play
Small group question, answer and check answers activity
Small and large group activity: You Have Travelled to the North Pole
Match the meaning
Crossword puzzle
Oral Questions

Lesson 39

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
101	118	119

The Men That Don't Fit In By Robert Service
Listening, reading and understanding
Vocabulary
Small group question, answer and check answers activity
Debating: A Rolling Stone Always Fails.
Match the meaning
Understanding the verb "to derive"
Crossword puzzle
Oral Questions

Lesson 40

FINAL TEST

<i>Guide</i>
121-124

ADVANCED ESL LESSONS Book 2



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LESSON 21



VOCABULARY: changed hands (went to different people)	check – US	cheque - British
clever	checkbook	rough
excuse (to)	tear (to)	surely
move over (to)	stocking	literal
	wave (to)	factory

checkbook – is a small book from the bank that allows you to send money to someone.

money talks - this can mean that if you have money you can get what you want.

In this story O’Henry used the literal meaning – the bills in your wallet can talk to each other.

dirty money – people say money is dirty because it is sometimes used for bad things.

O’Henry uses the literal meaning when he talks about “a dirty ten-dollar bill”

DIRTY MONEY BY O. HENRY

(A simple story based on O. Henry’s “Dirty Money”.)

PART ONE

ACTIVITY 1:

Listen to Part One; then read it orally.

"Money talks," they say. But surely, you say, a little old ten-dollar bill can't talk very loudly? Oh, very well. If you feel like that, don't listen to my story. Go and listen to a rich man's checkbook shouting. But don't forget the smaller bills. They can say a word or two sometimes.

I am a ten-dollar bill of 1901. Perhaps you have seen a bill like me before. On my face, in the center, is a picture of an American buffalo. Excuse my rough conversation. A dirty ten-dollar bill does not meet many clever people. Most really clever, book-loving people are poor, you see. A ten-dollar bill does not often come their way. If it does, they have to go out and spend it at once.

I am six years old now. Many different people have owned me. But a little torn, damp five-dollar bill gave me a surprise one day. I was sitting beside it in a butcher's pocket.

"Move over," I said. I gave it a hard look. I don't like being in the same pocket with money like that.

"Don't talk to me like that!" said the five-dollar bill. "I know I'm worn and dirty. I can't help it. I've spent a long time inside someone's stocking in a big store. It was hot in there!"

EXERCISE 1 – WORKBOOK PAGE 63

LESSON 21 CONTINUED

REVIEW

THE PAST PERFECT PROGRESSIVE AND THE FUTURE PERFECT PROGRESSIVE

The **past perfect progressive**: The auxiliary verbs are in the past perfect tense, and the main verb uses the present participle.

EXAMPLE: The ten-dollar bill ^{past perfect tense} **had been** ^{present participle} **sitting** in the butcher's shop all day.

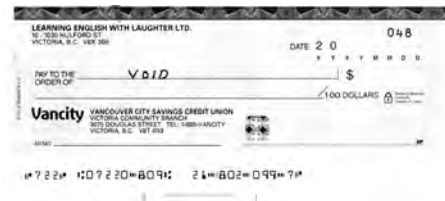
The **future perfect progressive**: The auxiliary verbs are in the future perfect tense, and the main verb uses the present participle.

EXAMPLE: When the five-dollar bill gets out of the stocking it ^{future perfect tense} **will have been** ^{present participle} **sitting** there for a long time.

EXERCISE 2 – WORKBOOK PAGE 63

ACTIVITY 2: **Divide into small groups.**
Ask and answer the questions. Then check your answers.

1. What animal picture do you have on your money?
2. O'Henry talks about "a rich man's check book shouting". What does he mean?
3. Who do you think the smaller bills would know about?
4. What does "literal" mean?
5. Give an example of the literal meaning of "dirty".
6. Give an example of the literal meaning of "talks".
7. What is the tense of the underlined verb?
The old ten-dollar bill **had been listening** to the conversation for two hours.
8. The smaller bills in someone's wallet **will have been hoping** to get out.



1. We have a picture of a ...on our money.
2. He means that he has a lot of money.
3. The smaller bills would know about the poor people.
4. It means the usual meaning of the words / not an idiom.
5. The money had dirt (mud) on it.
6. The man talks to the waiter.
7. The verb is in the past perfect progressive tense.
8. The verb is in the future perfect progressive tense.

ACTIVITY 3: WHOLE CLASS ACTIVITY

O'Henry is a famous American writer who wrote many unique short stories.

You have read the first part of Dirty Money.

Brainstorm adjectives that might describe it and write them on the board.

LESSON 21 CONTINUED

ACTIVITY 4:

DEBATE:

Divide into two groups.
The statement to be discussed today is:

**BE IT RESOLVED THAT MONEY TALKS;
IT'S BETTER TO HAVE A LOT OF MONEY.**

Group 1 agrees with the statement.

Group 2 doesn't agree with the statement.

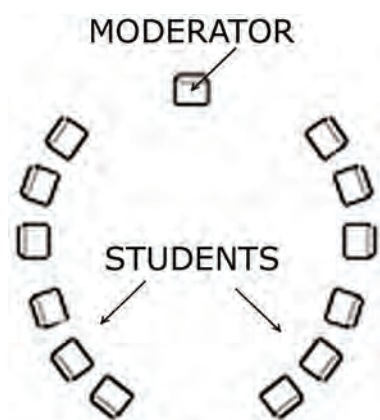
Pro

Con

Each group is to brainstorm and write down in their notebook
the ideas that support what they think.
One person from each group will present the ideas to the large group.

Return to the large group.

STUDENT SEATING FOR A DEBATE



NAME OF MODERATOR:

Moderator:

The statement for today is:

Be it resolved that money talks; it's better to have a lot of money.

Now we will hear from Group 1 speaking for the pro side.

Group 1 reports their ideas.

Moderator:

Now we will hear from Group 2 speaking for the con side.

Group 2 reports their ideas.

Now all the students, except for the moderator,
should say why they agree or disagree with the statement.
Unusual or funny reasons are very good.

ORAL QUESTIONS TEACHER'S GUIDE

EXERCISES 3 AND 4 – WORKBOOK PAGE 64

ADVANCED ESL LESSONS Book 2



STUDENT WORKBOOK

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LESSON 21

EXERCISE 1:

MATCH THE MEANING

clever	_____
damp	_____
to tear	_____
literal	_____
shop girl	_____
cent	_____
buffalo	_____
factory	_____
to hate	_____
surprise	_____
surely	_____
stockings	_____
to excuse	_____

one one/hundredth of a dollar

the usual meaning of the words

smart

opposite of to love

to forgive someone for a small mistake

a little wet

really / truly

a big animal

not what you expected

they go on your legs and feet

she works in a shop

they make many things there

to pull something into pieces

EXERCISE 2:

Write the sentences putting the verbs into the correct tense.

NOTE:

There may be more than one correct answer.

1. After reading O'Henry's stories for five hours, he (to feel) sleepy.

2. _____
Many different people (to carry) the dirty ten-dollar bill.

3. _____
You wouldn't know that bills had feelings if you (not, to read) this story!

4. _____
The ten-dollar bill (not, to spend) much time in the poor people's pockets.

5. _____
The little torn, damp five-dollar bill (to sit) in someone's stocking for a long time.

LESSON 21 CONTINUED

EXERCISE 3: The following are the answers. Make the questions by looking at the answer.

1. Answer: A rich man's checkbook speaks louder than a ten dollar bill.

Question: _____

2. Answer: Most really clever, book-loving people are poor.

Question: _____

3. Answer: The five-dollar bill was a little torn and damp.

Question: _____

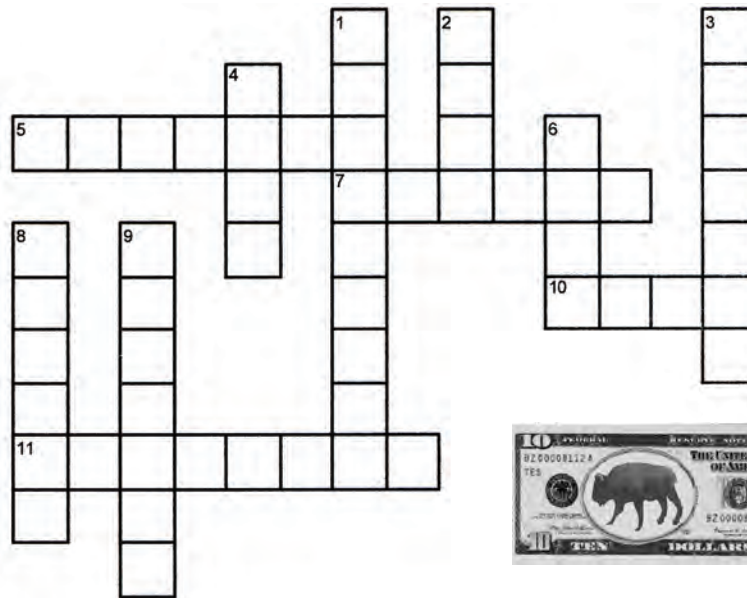
4. Answer: The ten-dollar bill was sitting in the butcher's pocket.

Question: _____

5. Answer: The five-dollar bill had been in someone's stocking.

Question: _____

EXERCISE 4: MONEY TALKS CROSSWORD



ACROSS

- 5 a big animal
7 smart
10 to pull something into pieces
11 not what you expected

DOWN

- 1 they go on your legs and feet
2 opposite of love
3 they make many things there
4 a little wet
6 one one/hundredth of a dollar
8 to forgive someone for a small mistake
9 the usual meaning - not an idiom

ADVANCED ESL LESSONS Book 2



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SUGGESTIONS FOR PRESENTING ORAL QUESTIONS

If the group has fewer than 15 students the teacher can work with the whole group.

- It is best to begin at the top of the oral question page and work down, as the first questions are often a review.
- Avoid asking students in the order in which they sit. Their attention will be the best if they don't know who you are going to ask next!
- It is important to write difficult questions on the blackboard and discuss the possible answers with the students.
- Always be willing to use the blackboard to clarify a question or answer. Encourage the students to request such clarification.
- Be sure to ask the same question a number of times until the students can answer fluently. This is especially important for the difficult questions.
- As the basic questions and answers are learned, it will be important for the teacher to adapt and expand the questions and answers. The given questions and suggested answers provide basic grammatically correct English. It will be helpful if teachers try to provide additional humorous and / or questions about local events.

ALTERNATIVE WAYS OF PRESENTING THE ORAL QUESTIONS SO THEY CAN BE ADAPTED TO DIFFERENT GROUPS

If the whole group approach is not appropriate to the situation then the presentation of the questions may be adapted in the following ways:

The class can be divided in half.

One copy of the oral questions can be given to each pair of students in one half of the class. They can then take turns asking each other the questions. Meanwhile the teacher can be working orally with the other half as explained above.
Working with half of the class at a time is well suited to using volunteers.

EXERCISES

The exercises are designed to give the students practice in important points of grammar. These can be done in class or assigned as homework. Due to the differences between the English language and other languages, students should understand the meaning of each sentence, but they should avoid making a direct translation, (a translation of each word). Word by word translation often changes the meaning, takes too much time, and prevents the student from learning the correct English word order. Teachers should use their discretion when deciding the order in which the students complete the exercises.

ACTIVITIES

The activities are often designed to take place in a more relaxed atmosphere, with the students moving around the room, and practicing what they have learned. The goal of these activities is for the students to gain practice, and not to finish the activity quickly. They will require supervision, so that they do practice the English, and not complete the activity in their own language. If time is limited, then an activity may be skipped and returned to at a later time. Teachers should use their discretion when deciding the order in which the students complete the activities.

SEATING ARRANGEMENT

We suggest that the students sit facing each other. A U shaped configuration works well.

TESTS

The tests are a part of the learning process. They allow the students to identify the areas they need to study. When marking the sentence answers, subtract one mark for each error.

- If a student has one mistake he or she will get 3 marks for that answer
- If a student has two mistakes, he or she will get 2 marks for that answer
- If a student has three mistakes, he or she will get 1 mark for that answer
- If a student has four or more mistakes, he or she won't get any marks

GIVE SPECIAL ATTENTION TO INDIVIDUAL NEEDS WHEN MARKING

The teacher should use discretion when marking. Some students work very hard but have difficulty. They should be given the best possible mark. Some students learn easily but become careless, so they should be marked down for their mistakes. In other words, the teacher needs to be aware of the needs of the students. The tests are designed to make most of the students feel good about their English but also give a clear signal to those who aren't making satisfactory progress.

WHAT KIND OF MISTAKES SHOULD BE CONSIDERED?

Marks should be deducted for:

- not knowing the right vocabulary
- word order mistakes
- grammatical errors
- no marks are given if the student doesn't understand the question

Do **not** deduct marks for spelling mistakes if you can understand what the student means.

Students with marks above 80% are ready to continue with the program.

Test answers are included in the Guide.

ANSWERS TO THE ORAL TEST QUESTIONS

The teachers have the choice of having the students answer orally or in writing. As some of the teachers are speaking English as a second language, it might be difficult for them to test pronunciation. If the teacher can understand what the student is saying then the pronunciation should be accepted.

Internationally, it is acceptable if the speaker is understood.

The tests are out of 50 except for the last test in Part 1 and in Part 2.

There are no absolutes when assessing test marks. Many factors always enter into the mark. These can range from the student being sick that day to some problem at home. It's also possible that the student missed a lot of classes due to illness.

The purpose of these tests is to allow the students to see where they are having difficulty. This lets them know where they should spend their time when they study.

This is the most important aspect of the tests.

ANSWERS

Answers in the Guide are written in italics. The suggested answers are the most likely, but others are possible.

GLOSSARY

The glossary contains the vocabulary for this Module.

The verbs are shown in the infinitive form: do (to).

The past tenses are included for reference in the glossary, shown as: infinitive, past tense.

LESSON 21 ORAL

QUESTIONS

Do we write checks on our bank account?	<i>Yes, we write checks on our bank account.</i>
Why would someone write a check?	<i>No, we don't write checks.</i>
	<i>It is a way of paying someone instead of using money.</i>
	<i>Checks are written to pay money to others.</i>
What do you need to have before you can write a check?	<i>You need to have a bank account with enough money in it.</i>
What will happen if you don't have enough money in your bank account?	<i>The bank will send the check back to you and your debt won't be paid.</i>
People use dollars in the USA.	
What do we use?	<i>We use ...</i>
Do your bills get dirty in people's pockets?	<i>Yes, they often do.</i>
	<i>No, our government prints new ones.</i>
What do you buy from the butcher?	<i>I buy meat or chicken.</i>
When might you say "excuse me"?	<i>I'd say, "excuse me" if I bumped into someone.</i>
	<i>I'd say, "excuse me" if I interrupted someone.</i>
What might you do when your friends leave?	<i>I might wave to them.</i>

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ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 1:

clever	<i>smart</i>
damp	<i>a little wet</i>
to tear	<i>to pull something into pieces</i>
literal	<i>the usual meaning of the words</i>
shop girl	<i>she works in a shop</i>
cent	<i>one one/hundredth of a dollar</i>
buffalo	<i>a big animal</i>
factory	<i>they make many things there</i>
to hate	<i>opposite of to love</i>
surprise	<i>not what you expected</i>
surely	<i>really / truly</i>
stockings	<i>they go on your legs and feet</i>
to excuse	<i>to forgive someone for a small mistake</i>

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ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 2:

1. After reading O'Henry's stories for five hours, he **felt** / **had felt** sleepy.
2. Many different people **had carried** / **had been carrying** the dirty ten-dollar bill.
3. You wouldn't know that bills had feelings if you **hadn't read** / **hadn't been reading** this story!
4. The ten-dollar bill hadn't **spent** / **hadn't been spending** much time in the poor people's pockets.
5. The little torn, damp five-dollar bill **had sat** / **had been sitting** in someone's stocking for a long time.

LESSON 21 CONTINUED

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ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:

1. **Answer:** **A rich man's checkbook speaks louder than a ten dollar bill.**
Question: *Does a rich man's checkbook speak louder than a ten dollar bill?*
2. **Answer:** **Most really clever, book-loving people are poor.**
Question: *Are most really clever book-loving people poor?*
3. **Answer:** **The five-dollar bill was a little torn and damp.**
Question: *Was the five-dollar bill a little torn and damp?*
4. **Answer:** **The ten-dollar bill was sitting in the butcher's pocket.**
Question: *Was the ten-dollar bill sitting in the butcher's pocket?*
5. **Answer:** **The five-dollar bill had been in someone's stocking.**
Question: *Had the five-dollar bill been in someone's stocking?*

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SUGGESTED ANSWERS TO THE STUDENT READER

ACTIVITY 3:

Possible adjectives:

surprising
interesting

imaginative
funny

unusual
unique

comical
crazy

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SUGGESTED ANSWERS TO THE STUDENT READER

ACTIVITY 4:

PRO

*You can buy what you need
 You have power if you have money
 Money lets you influence others
 You can travel anywhere*

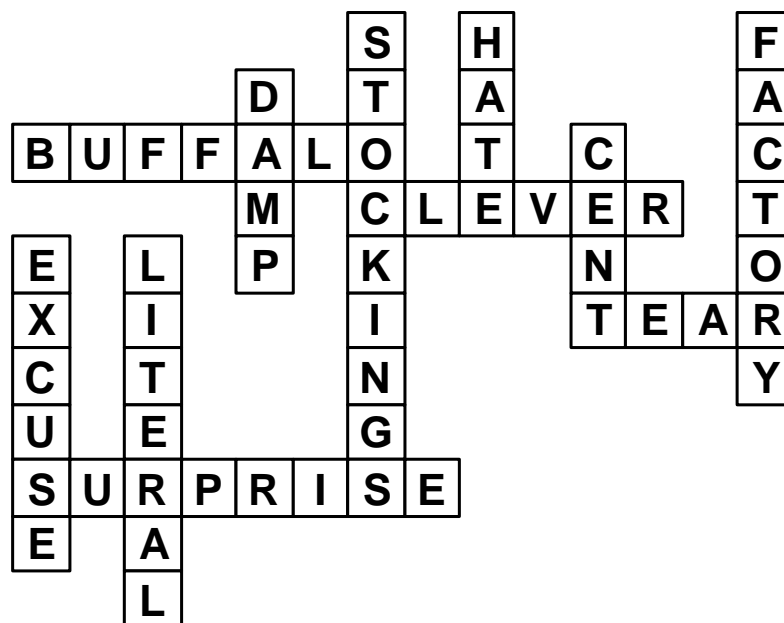
CON

*People make friends with you because of your money.
 You are more likely to do expensive dangerous things
 You might think about money more than your family.
 You might worry about losing your money.*

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ANSWERS TO THE CROSSWORD PUZZLE

ACTIVITY 4:



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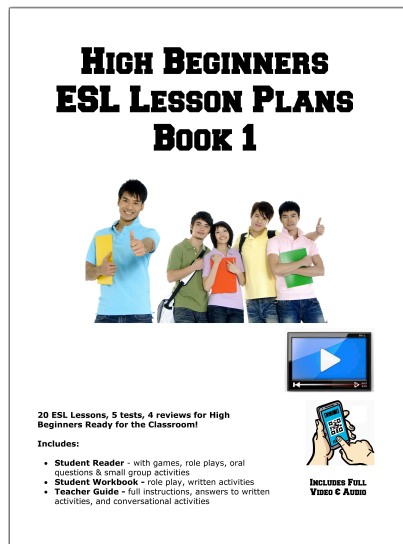
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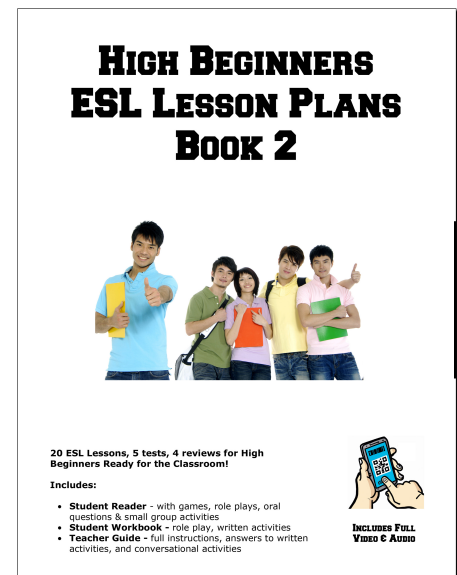


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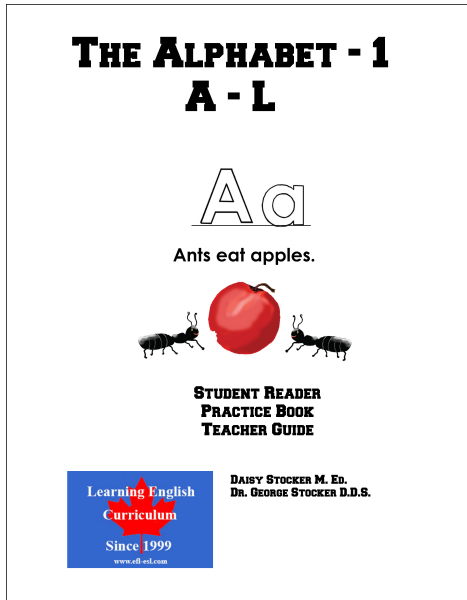
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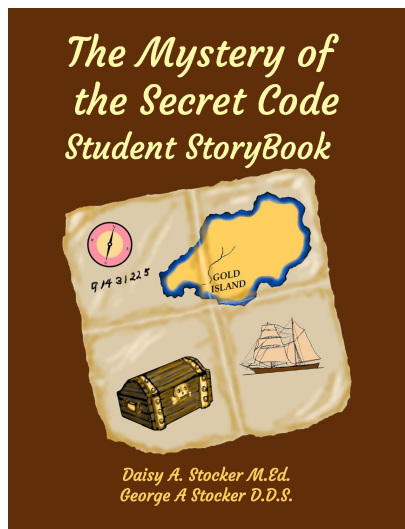


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